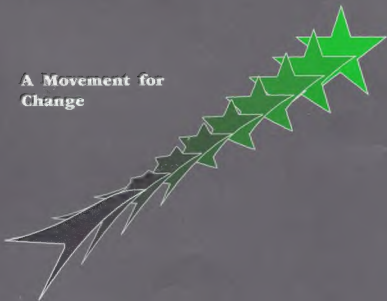


# ASPIRA

1993 ANNUAL REPORT

**A Movement for  
Change**





The ASPIRA Association, Inc. is the only national Latino organization that is dedicated to promoting youth leadership and education. Through its Associate ASPIRA organizations and national demonstration projects, it provides a host of leadership development and education programs for Puerto Rican and other Latino youth. ASPIRA takes its name from the Spanish verb *aspirar*, which means "to aspire to something greater." It is a forceful reminder to Latino youth that they can change their lives if they work hard and strive for a goal. These *Aspirantes*—those who aspire to a brighter future—are the hope of the Latino community.

The ASPIRA Association, Inc. is a not-for-profit Latino youth leadership development organization incorporated under Section 501(c)(3) of the Internal Revenue Code. It is a voluntary association of community-based, nonprofit organizations sharing the ASPIRA name, mission, and goals. State offices called ASPIRA Associates and Affiliates are separately incorporated in six states and Puerto Rico. They are:

- ASPIRA of Connecticut, Inc.;
- ASPIRA of Florida, Inc.;
- ASPIRA, Inc. of Illinois;
- ASPIRA, Inc. of New Jersey;
- ASPIRA of New York, Inc.;
- ASPIRA, Inc. of Pennsylvania; and
- ASPIRA, Inc. de Puerto Rico.

The ASPIRA Association, Inc. has its national office in Washington, DC and is governed by a National Board of Directors.

This report covers the activities of the ASPIRA National Office for the Fiscal Year ending June 30, 1993, but to maintain continuity covers services offered during calendar year 1993. ■




## EL PITIRRE

The *pitirre* is the symbol of ASPIRA. A small tropical bird found in Puerto Rico, the *pitirre* is known for its agility and rapid flight and for its ability to outsmart, tire, and defeat much larger birds.

ASPIRA believes that the *pitirre* is a fitting symbol for young Latinos. Aspirantes gain the confidence of the *pitirre* by acquiring knowledge and developing their leadership skills. They then can face and overcome seemingly overwhelming odds to become productive adults, returning to their communities the benefits of their skills and leadership abilities.

The symbol of the *pitirre* reinforces ASPIRA's belief that even the smallest and seemingly most powerless can take control of their lives and produce change. ■

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ASPIRA®, An Investment in Latino Youth™, and the "Pitirre" logo  are registered trademarks of the ASPIRA Association, Inc.

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Annual Report  
for 1993 of  
the ASPIRA Association, Inc. National Office

## A MOVEMENT FOR CHANGE

*This report is dedicated to two great supporters of ASPIRA youth who passed away in the past year. José Matos Real, was an Aspirante and later ASPIRA volunteer for many years, was Chairperson of the National Board of Directors at the time of his death. Gregory Anrig, as President of the Educational Testing Service, was instrumental in the ASPIRA/ETS collaborative and also served as Chairperson of the ASPIRA Corporate Advisory Council. Both cared deeply for young people and they are sorely missed.*

# A MESSAGE FROM THE CHAIRPERSON OF THE NATIONAL BOARD OF DIRECTORS AND THE NATIONAL EXECUTIVE DIRECTOR OF THE ASPIRA ASSOCIATION, INC.



*Julio Santana, Esq.  
Chairperson of the  
National Board of Directors*

Change has been a major theme in our lives during the past year. The nation has experienced the inauguration of a new President and the national policy changes this entails. ASPIRA has participated in shaping these new policies, embodying in its mission much of the themes sounded of community responsibility, service, and investment in the future.

At the same time, ASPIRA has been going through changes of its own. There are new faces on this page—new leaders of the ASPIRA movement. The torch we carry, however, is the same one lit by the roomful of parents and community leaders who began ASPIRA a third of a century ago. It is the same one that was carried so ably throughout 1993 by Janice Petrovich, our former National Executive Director, that burned so brightly in the heart of José Matos-Real, our former National Chairperson whose death earlier this year touched us all.

As you read through this report you will see many success stories. We are justifiably proud of our programs that help young Latinos look optimistically to a bright future and prepare to become leaders in their communities; of our training and encouragement that enable newly-empowered parents to press to improve education for their children. Each of the 17,000 young people we work with each year are an example of what a commitment to our youth and our community, a faith in their enormous potential, and a strong will to bring about change, can really do.

Three successes were particularly meaningful for us in 1993:

- Across the Association, we saw 90% of our high school seniors continue their education after graduating. We know that among all Hispanic graduates, that figure is only 55%.
- We rejoiced with the ten participants in our parent leadership training program who had initially been hesitant even to speak out in the sessions. They went on to campaign for and win thirteen different seats on Chicago school councils.
- Of the original six Puerto Ricans named by the Clinton Administration

to senior-level positions in the federal government, we were delighted to learn that four were Aspirantes—alumni of our programs.

These are the kinds of successes that make us determined to continue carrying the torch to the tens of thousands of other Latino children who still live in poverty, who drop out of school and have nowhere to go, who face violence on their streets, and who have lost all hope. They are constant reminders to us all of how much remains to be done.

As one of the most prominent national Latino organizations, ASPIRA has the responsibility to increase its efforts in advocating for policies that remove barriers to the education and advancement of our youth. We must become an even stronger voice for the Latino community, ensuring that Latinos are represented and help shape the decisions that affect us. We must expand our collaborations with others and foster unity. We must increase our efforts to disseminate the successful educational and leadership development models we have developed over the years, so others can benefit from our experiences. And we must work closely with our local offices to further empower them to be effective voices in their communities and expand their services to our youth.

This is the future we envision as ASPIRA moves with our nation towards the new millennium. We are a strong organization with a proud tradition, built by thousands of people across the country committed to change and willing to struggle to ensure a better future. We are proud and grateful for the opportunity we have to serve our community and be part of that future.



*José Matos-Real  
National Executive Director*

## DEFINING OUR PRIORITIES

*"To ignore the barriers to educational opportunity only hampers our own future, as well as the future of Hispanic Americans as individuals. If we fail the youngest and fastest growing segment of our population, we'll all fail. Therefore, we must do everything in our power to allow every American child to reach his or her full potential."*

President William J. Clinton

Remarks at signing of Executive Order on Educational Excellence for Hispanic Americans

ASPIRA has one overarching mission: to empower the Latino community through the education and leadership development of its youth. Since its founding in 1961, ASPIRA has looked at Latino youth and seen the great potential there; the leaders waiting to spring up and move their community forward. ASPIRA's staff work with youth to develop that potential—to nurture educated, committed leaders for the community's future benefit.

The ASPIRA model encourages and assists young people to achieve their dreams and contribute their skills and dedication to the fullest development of communities in the United States and Puerto Rico. The hope inherent in the ASPIRA mission addresses the educational needs of young people from a positive perspective of caring and confidence in their potential.

The work of the ASPIRA National Office focuses on strengthening the entire Association by enhancing program delivery and organizational impact. In 1993, the ASPIRA National Board of Directors approved a Five-Year Plan to enable the National Office to continue its work on behalf of the organization and the Puerto Rican/Latino

community ASPIRA serves. They reaffirmed three priority areas for the ASPIRA National Office.

### ORGANIZATIONAL GROWTH

To maintain a level of national preeminence in Latino youth leadership development and educational excellence by strengthening programs, enhancing technical assistance to current ASPIRA offices, and serving larger numbers of those requesting ASPIRA's services.

### FINANCIAL STRENGTH

To provide the financial stability and growth through leverage and diversification of resources.

### EMPOWERMENT

To strengthen the national impact and visibility of ASPIRA as the premier Latino youth organization. ■

ASPIRA's  
mission leads  
directly  
to an  
organizational  
focus on  
investment in  
young people.

*Aspirantes from Florida prepare for a field trip to the Miami seaquarium.*



## SERVING OUR COMMUNITY

*"Role models are extremely important. There is an urgent need for Latino professionals to come forward and assume the responsibilities of being role models for kids today. Someone who's been there would be the ideal individual to tell these kids that they can make it in our present society. These individuals need to identify themselves to kids who are desperately seeking to look up to someone."*

Jaime Santana, Esq.

Aspirante, Acting Chair, ASPIRA National Board

Working for community development—this has been ASPIRA's calling for over thirty years. Throughout 1993, ASPIRA staff members

and volunteers in Associate offices worked with thousands of parents to help Aspirantes finish high school, go to college, and become productive members of their community.

Together with a full-time staff of over 200, the ASPIRA Associate offices provided leadership development and educational services to approximately 17,000 Latino youth last year. In addition, their intensive community involvement programs reached parents in twelve cities. Volunteers are vital contributors to these local efforts—volunteers are the founders, board members, fundraisers, and often also provide direct service, making every scarce dollar count in the budget.

The ASPIRA National Office performs several distinct functions to increase educational and leadership development opportunities for Latino youth and enhance the work of the local Associate offices. In its role as one of the major national education organizations, it:

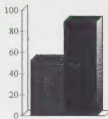
- advocates for national policies supportive to the development of Puerto Rican/Latino youth and families,
- conducts research and disseminates data and analyses through the ASPIRA Institute for Policy Research,



ASPIRA founder Antonia Pantoja (second from left) meets with Aspirantes from New York.

### ASPIRANTES CONTINUE EDUCATION

Percentage of 1993 high school graduates continuing their education



Other Hispanics  
ASPIRANTES



- broadens the national network of partnerships and collaboratives with the federal government and national organizations,
- develops educational intervention models that work in the Latino community, and
- disseminates ASPIRA's successes.

In support of the local ASPIRA Associates, it:

- promotes the Association's growth and organizational cohesiveness,
- obtains human and material resources to enhance the work of the Association,
- provides for ongoing training and technical assistance opportunities for ASPIRA staff and volunteers,
- plans for future growth, and
- provides technical assistance in program development.

In addition, the National Office coordinates several national programs developing out of local needs that are common to all ASPIRA Associate offices. Through all national programs, the National Office provides:

- yearly staff trainings,
- on-site technical assistance,
- materials development and dissemination, and

- internal and external program evaluation.

Each Associate office operates many local programs which grow out of the specific needs of each local community but have in common ASPIRA's commitment to leadership development and education. ■

## YOUTH LEADERSHIP AND COMMUNITY SERVICE

*"If everybody in our country had a chance to get a really good high school diploma or GED and then get at least two years of education and training beyond that some way or another, and if all the while they were doing it, they were doing community service work, we'd have about half as many problems as we've got. Wouldn't we?"*

William J. Clinton  
President of the United States

ASPIRA's primary commitment has always been to the development of young leaders. The programs in this area build youth's skills in public leadership as well as their commitment to serve their community. In 1993, national programs and activities included:

National programs encompass three areas:  
Youth Leadership and Community Service,  
Educational Access and Careers,  
Community Mobilization for Educational Excellence.



Attorney General Janet Reno meets with National Interns and staff of the ASPIRA Public Policy Leadership Program

## ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM (APPLP)

*"We have been overlooked overlong and we are overdue a place at the political table."*

—Miriam Santos  
Aspirante, Treasurer of the City of Chicago

With core support through 1995 from the Ford Foundation, the ASPIRA Public Policy Leadership Program is a three-pronged, year-round effort to help prepare promising young Latinos to become involved in public policy.

The APPLP has three components:

- Leadership Seminars for fifteen weeks under the guidance of local leadership facilitators,
- Community Service Internships for eight weeks at local sites with a final Community Service Project, and
- National Internships for five weeks in Washington, DC during the summer for outstanding Community Service Interns.

Eighty-five students spent the spring of 1993 in their Community Service Internships.

### ASPIRA Public Policy Leadership Program National Interns, 1993

Luis R. Peña,  
ASPIRA of Florida  
Angelica Linares,  
ASPIRA of Florida  
Isela Morales,  
ASPIRA of Illinois  
Tania Rodríguez,  
ASPIRA of Illinois  
Gabriela Peña,  
ASPIRA of Illinois  
Ariel Gaspodes,  
ASPIRA of New Jersey  
Andre Michael Ego,  
ASPIRA of New York  
Lili Tubar,  
ASPIRA of New York  
Iris Santa, ASPIRA of Pennsylvania  
Jaime Rodríguez,  
ASPIRA of Pennsylvania  
Yenus Rosas Suárez,  
ASPIRA of Puerto Rico  
Kamyl Migenis Monge,  
ASPIRA of Puerto Rico  
Jessica Suris Davila,  
ASPIRA of Puerto Rico

### ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM NATIONAL MENTORS, 1993

James Carr, Dean, The EPA Institute, Office of Human Resources Management  
Maria Capril, Staff Director, Subcommittee on Select Education and Civil Rights, U.S. House of Representatives  
José Ortiz Daloz, Senior Vice President, The Jefferson Group  
The Honorable Luis Gutiérrez, U.S. Representative from Illinois  
The Honorable Robert Menéndez, U.S. Representative from New Jersey  
The Honorable Federico Peña, U.S. Secretary of Transportation  
Luis Rodríguez, Assistant to U.S. Attorney General Janet Reno  
The Honorable Beana Ross-Lehtinen, U.S. Representative from Florida  
The Honorable Carlos Romero-Barceló, Resident Commissioner of the Commonwealth of Puerto Rico  
John Summerford, Exhibition Assistant, The National Building Museum  
Janet Thomas, Special Assistant to the Deputy Assistant Secretary, Student Financial Assistance Office, U.S. Department of Education  
The Honorable Nydia Velázquez, U.S. Representative from New York  
Paquita Vivó, Executive Director, Institute for Puerto Rican Affairs  
Valerie Wheeler, Program Specialist, ACTION/VISTA

## Local Initiatives

Besides serving in individual internships, APPLP students' group activities included the following:

- Students in Florida met with Jeffrey Watson, Special Assistant to President Bill Clinton and Deputy Director for Intergovernmental Affairs at the White House.
- Students in Illinois organized a public policy forum with participants including U.S. Congressman Luis Gutiérrez, City Treasurer Miriam Santos, State Senator Miguel Del Valle, and three Chicago Aldermen.
- New Jersey students organized a statewide Youth Congress focusing on how specific social issues they identified affected their communities and proposing solutions.
- New York students participated in the statewide "Somos El Futuro" Youth Conference. They wrote policy papers and participated in a mock state assembly and forums on education and the legal system.
- In addition to participating in several youth conferences, students in Pennsylvania visited City Hall and met with City Councilmember Angel Ortiz, Deputy Mayor Ben Ríos, and Judge Nitzza Quibones.
- Students in Puerto Rico organized and managed a dropout prevention project with middle school parents, as well as recycling and AIDS education programs.



During the summer, twelve participants were selected to come to Washington for National Internships funded by the Toyota USA Foundation. Mentors for the intensive five-week work and study experience included the Secretary of Transportation, the Attorney General, and six members of Congress. The internships concluded in August with a graduation ceremony featuring U.S. Representative Luis V. Gutiérrez.

Ninety-four students spent the fall of 1993 in Leadership Seminars, each one hoping that next summer will find him or her working with a mentor in the nation's capital.

APPLP staff participated in the Hispanic Leadership Opportunities Program (HLOP) network linking the seven Latino organizations receiving leadership funds from The Ford Foundation. In addition to training sessions for staff, ASPIRA is one of the first HLOP sites chosen to initiate an electronic network. Through this participation, ASPIRA now has access to HandsNet and received staff training on the use of a network, as well as technical assistance in funding diversification from the National Society of Fund Raising Executives. ■

## COMMUNITY SERVICE

*"Service to others provides the threads holding together the fabric of our neighborhoods and of our nation. In an era when that fabric sometimes seems to be worn beyond recognition, service reaffirms both that our neighbors need us—and that we need our neighbors."*

*Eli J. Segal  
President and CEO  
Corporation for National and  
Community Service*

ASPIRA closely links its community service work to its development of young leaders. Each year, ASPIRA sees participants in its Public Policy Leadership Program use their new-found skills and confidence to take on leadership positions in ASPIRA and in the community. Surveys of APPLP alumni show that of respondents:

- 85% have some level of school or community involvement;
- 68% hold or have held office in the groups they were involved with
- five of the seven student representatives on the National Board

## ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM COUNCIL OF ADVISORS, 1993

**Raquel Gutiérrez**  
Director,  
Student Leaders

Partnership Program  
National Conference of Christians  
and Jews

**David Hacken**  
Executive Director  
Youth Policy Institute

**Dagmar Edith McGill**  
National Executive Director  
Big Brothers/Big Sisters of  
America

**Marjorie Macdon**  
Program Associate  
Center for Population Options

**Rubén Magallán**  
Director of Washington Office  
Hispanic Association of Colleges  
and Universities

**Gloria Rodríguez**  
President and Chief Executive  
Officer  
Marketing/Advertising Production  
Associates, Inc.

**Juan Rosario**  
Independent Consultant

of Directors are Public Policy Leadership Program participants or alumni.

ASPIRA's commitment to service, though, goes well beyond the APPLP. Around the country, Aspirantes provided thousands of hours of volunteer service through local, student-run ASPIRA Clubs, the backbone of ASPIRA's work. Through these youth clubs, over 5,000 Aspirantes each year develop leadership and academic skills, learn to work together, study the needs of their communities and act to address those needs.

ASPIRA's Alumni Association will also harness the service potential of thousands of Aspirantes who were nurtured in the conviction of giving back to their community. ■

## INTERNSHIPS

The Everett Public Service Internship Program again enabled ASPIRA to place five student interns in the National Office in the summer of 1993. ASPIRA also benefitted from the contribution of a Congressional Hispanic Caucus Institute Fellow during the spring. The volunteers:

- tracked legislation and informed the community of key issues in education and health;
- worked on widely-distributed Issue Briefs on school finance equity and school-to-work transition initiatives;
- revised a school-community collaboratives resource manual and began translation of a parent involvement guide; and
- interviewed Aspirante policymakers. ■



Former National Executive Director Janice Petrosich (far left) meets Puerto Rican federal appointees, including four ASPIRA alumni, at an ASPIRA co-sponsored reception.

#### ASPIRA ALUMNI ASSOCIATION

*"Former Aspirantes are an untapped source of moral and financial support for our young people and the organization."*

Digna Sánchez  
Aspirante, Chair of the ASPIRA of  
New York Alumni Association

An Association-wide alumni association has been a dream of the ASPIRA leadership for many years. During 1993, ASPIRA moved forward to make the dream a reality with the support of the AT&T Foundation.

In December of 1992, AT&T awarded a two-year grant to begin the initial implementation of the ASPIRA Alumni Association. Throughout 1993, plans proceeded to set the Association in motion first in ASPIRA of New York, the original ASPIRA site, and then expand the model to other states. ASPIRA and several AT&T volunteers held three targeted focus group sessions in New York in February with alumni to develop marketing plans, recruitment procedures, a tracking system, and membership opportunities. Ads for the Alumni Association were placed in major New York media for respondents to mail or call in their interest in joining. Work began on the development of an Association-wide alumni database. Late in the year, with the help of a consultant, ASPIRA of Puerto Rico began to lay the groundwork for expansion of the Alumni Association to the Island. ■

#### EDUCATIONAL ACCESS AND CAREERS

*"In the new global economy, the only resource that is really rooted in a nation—the ultimate source of all its wealth—is its people. To compete and win, our workforce must be well educated, well trained, and highly skilled."*

Robert B. Reich  
U.S. Secretary of Labor

Programs in this area address the need to make youth aware of their career options and introduce them to mentors who guide them on their desired career path. In 1993, national programs and activities included:

#### ASPIRA NATIONAL HEALTH CAREERS PROGRAM

*"The U.S. medical care delivery system rarely reflects the cultural or social concerns of the communities in which they are located. Few providers locate their practices in Hispanic/Latino communities. Poor communications between patients and providers create insurmountable barriers to high-quality care. It is little wonder that many Hispanics/Latinos report having no regular source of medical care."*

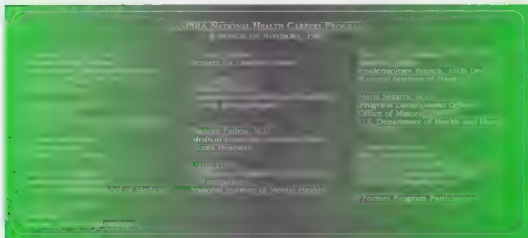
Hilda Crespo  
ASPIRA Director of Education and  
Federal Affairs in testimony before the  
Senate Special Committee on Aging

The ASPIRA Health Careers Program was founded in 1970 to address the Hispanic community's need for medical and health care. The program works to:

- increase the number of Hispanic youth who graduate from medical and health professions schools and allied health programs, and
- encourage them to return to their communities and contribute their skills.

Since 1975, through the support of the U.S. Public Health Service, ASPIRA has assisted 995 of its participants to enter a health-related school or program. During 1992-93, 41 students in the ASPIRA Health Careers Program successfully applied to health professions schools and all of them enrolled.

During 1993, five ASPIRA offices in New York, New Jersey, Pennsylvania, Illinois, and Puerto Rico offered health careers activities and services to 830 minority high school seniors, college students, and graduate school students, 91% of whom



were Latino. One thousand eleven students were helped to transition from high school to college.

The National Health Careers Program offers comprehensive services to high school and college students, including:

- personal counseling and encouragement
- academic enrichment activities such as workshops
- career-centered academic counseling in partnership with over 50 colleges and universities
- admissions assistance
- health professions conferences and field trips, and
- opportunities to meet Hispanic role models in health fields.

To update and strengthen counseling materials, the program manual, *Latino Health Careers*, was revised in 1994. The program

Department of Health and Human Services, Bureau of Health Professions, Health Careers Opportunity Program, which has supported the program since 1975. Additional support comes from the Bristol Myers Squibb Foundation. The

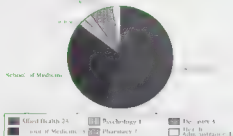
ASPIRA's interest in Latino health extends beyond health professions. To promote better access to health care throughout the Latino community, ASPIRA staff worked with the Congressional Hispanic Caucus on their Minority Health Opportunity Enhancement Act to strengthen

community-based health care, helping increase the number of minorities in health professions, and financing research on minority health issues. ☒



*ASPIRA Office staff, Norel and Bill, recently visited the University of Illinois at Chicago, where they met with health careers faculty and students.*

## 1993 enrollees in health professions schools





*ASPIRA MAS Academy participants experiment with plants*

### ASPIRA MATHEMATICS AND SCIENCE INITIATIVE

*For our students, a bright future means Latin, competent science and mathematics, and becoming part of this country. It is as important for individuals as it is for the nation as a whole that we*

*National Education Goals Report, 1994  
inspiring a Nation of learners*

It is clear to ASPIRA's leaders that Latin students must have a firm grounding in the technical fields to succeed in today's world. Yet Latin is estimated to be severely underrepresented in math and science classes in schools and therefore in careers in mathematics, sciences, and engineering.

*MAS Academy Participant  
experimenting*



To respond to this need, ASPIRA developed a community-based program designed to increase the number of Latin middle school students in mathematics and science career paths. The ASPIRA Mathematics and Science Academy (MAS) is the cornerstone of this new MAS Academies initiative. Utilizing existing resources of the community to provide enrichment and social support for the students, Partnerships are built with local colleges, universities, and science museums and corporations. The whole family is encouraged to be involved in social and community-based activities, where enrichment programs are tapped as role models and mentors. Students participate in hands-on skills development activities using ASPIRA's proven techniques of one-to-one counseling, tutoring, and culturally meaningful ceremonies. Students' interest in real-life applications of mathematics is sparked by field trips to collaborating institutions. Academies also include an intensive four-week summer enrichment component.

MAS Academies operating in ASPIRA of Illinois and ASPIRA of Connecticut served 300 middle school students in 1993, and first year. To help the Academies get started, the National Office developed a program manual, trained staff, and convened an evaluation process for the program. Through the program, ASPIRA is developing a national for community-based programs promoting mathematics and science education. The Office also brokered the donation of ten classroom simulations to Mass City Aspira developed by the Challenger Center For Space Science Education. Four ASPIRA students from offices in Connecticut and Pennsylvania received scholarships to attend a NASA Summer Space Camp in Maryland thanks to efforts by National Office staff. The MAS Academy in Bridgeport, Connecticut was funded by the GE Foundation and the Academy in Chicago received funds from the Carnegie Corporation of New York.

ASPIRA also received a grant from the National Science Foundation to conduct a study on the impact of informal science education programs on Latin middle school youth. This study will be completed in 1994.





INSPIRA TOPS team member in Puerto Rico

## participating Latino parents and schools.

The project funded by the U.S. Department of Education School Improvement Demonstration Assistance Program is currently at ASPRA Association sites in Miami, Florida and Carolina, Puerto Rico. Twenty TOPS teams in Florida and 28 in Puerto Rico are evaluated to study the impact of the TOPS model and its implementation on student performance and attitudes of team members. When completed, it is hoped that other organizations will be able to use the study to replicate the TOPS model in their own schools. ■

## HISPANIC OPPORTUNITIES THROUGH PARENT EDUCATIONAL SUPPORT (HIGH HOPE'S) PROGRAM

High HOPE'S provides direct outreach to parents of

children who need better support than is available in their schools.

As a result of the program, parents are able to:

- prepare for the entrance exam
- understand the school admissions process



Chicago APFX parents celebrate their graduation from the program

considered positive with a high level of financial return. Small group workshops designed specifically for TOPS P

*Most of Year Child's Education Through College*. The curriculum published in English in 1993 was translated into Spanish for publication in 1994. Besides receiving the attention of parent groups, schools and colleges around the country, the curriculum was

also excerpted in a statewide publication produced by the Texas Higher Education Coordinating Board. The High HOPE'S Program will be featured in a publication being developed by the National Committee for Citizens in Education and the Academy for Education and Development. The project received renewal funding for 1993 from the Philip Morris Companies. ■



## ASPIRA PARENTS FOR EDUCATIONAL EXCELLENCE (APEX)

*We would like to see more parents involved. We want everyone to be together. Until now it's one person, one. We didn't work that. Now we do.*

*Esmeralda Garcia,  
APEX parent, Chicago, Illinois*

With support from the DeWitt Wallace Readers Digest Fund, APEX unites ASPIRA's school investments to build family-school partnerships and community-based leadership development into a comprehensive approach. The APEX Program trains parents to develop ways to promote school success for their children, and helps them mobilize other parents to join in their efforts. APEX completed its first year in July, with sixty-eight parents graduating from the program in ASPIRA Associates of Illinois and Pennsylvania. The program provided two publications (Spanish and English), *The APEX Workshop Series Manual*, and *Organizing and Working with Parent Groups*. They were used in the program and will be reprinted for widespread dissemination.

The APEX model uses a combination of self-education with a blend of the first-year parent graduates now training new groups of parents in their communities. In this way, the circle of trained and committed Latino parent advocates continues expanding.

Results from the program were particularly striking in Chicago, where local school council elections gave parents the opportunity to be elected to the decision-making bodies of their children's schools. Ten parents who participated in the APEX Program through ASPIRA of Illinois now hold thirteen elected seats on Local School Councils, a Bilingual Committee, and a Chapter 1 Committee. ■

Philadelphia parents listen to APEX coordinator Pedro Perez during a focus group.

## COMMUNITY ACTION PERSONS

For much of 1993, ASPIRA's Director of Community Development served as Chairperson of the National Coalition for Parent Involvement in Education, an alliance of senior staff representing over 33 national organizations with a prominent role in education, all of whom work to develop effective family-school partnerships. She also played an active role in the planning and execution of the nation's first international conference on community-based access programs (ConnectED), ensuring a high-profile role for ASPIRA in participation, conference discussions, and activities. ■

## WORKING TOGETHER

Throughout 1993, many corporations, foundations, and individuals invested their time and resources to assist ASPIRA efforts. They all joined us as partners to assist Puerto Rican/Latino youth. ASPIRA links to the National Office (see page 25). In addition, several important collaboratives were strengthened in 1993 to advance educational equity.

### THE ASPIRA EDUCATIONAL TESTING SERVICE COLLABORATIVE

ASPIRA and the Educational Testing Service (ETS) continues the partnership that, over the eight-year collaborative agreement reached by the two organizations in 1989, ETS works with ASPIRA to develop products and services to increase the effectiveness of both organizations to fulfill shared commitments to educational equity and access for Puerto Rican/Latino students.

During 1993, ETS again hosted the successful ASPIRA ETS four-day workshop entitled "Increasing Access to Postsecondary Education" for 35 new ASPIRA program counselors. All ASPIRA counselors have now received this training, which provides an intensive orientation to college counseling. It has greatly enhanced the professionalism of ASPIRA's staff nationwide. For new counselors this is their first opportunity to meet peers from other ASPIRA offices. ETS also hosted a program evaluation workshop in October for approximately 15 ASPIRA staff and Board members from all ASPIRA Associates. To further

promote Hispanic access to postsecondary education, ETS provided educational materials to the Association and sponsored a workshop on the Search program in Washington, DC, which was coordinated with the ASPIRA National Office for Associate Office Directors.

ASPIRA staff currently serve on the National Audit Committee for the ETS directed National Assessment of Educational Progress, and were involved in an ETS working group meeting on the National Learning Laboratory Initiative in the American Youth Policy Forum. ■

### NATIONAL HISPANIC LEADERSHIP AGENCY

The National Hispanic Leadership Agency (NHLA) is a nonpartisan coalition of major Hispanic organizations and prominent individuals throughout the United States. Its 45-member board unites most major populations, all geographic regions, and a range of political opinions and concerns. During 1993, ASPIRA's National Executive Director served as the Chairperson of the NHLA. In this capacity, she led a meeting between NHLA members, President Clinton and Vice President Gore at the White House in June. In connection, the group raised the issues of high-level appointments of Hispanics to the Administration, education reform, and health care reform. The NHLA issued two Report Cards on Hispanic Appointments documenting the dearth of such appointments in the Administration. ■

ASPIRA Board members Mercedes del Valle, Robert Alston of Trenton State College and Eleanor Horne of

session for new counselors



### HISPANIC ASSOCIATION ON CORPORATE RESPONSIBILITY

The Hispanic Association on Corporate Responsibility (HACR) is a coalition of seven national Latino organizations, including ASPIRA, that seeks to enhance the relationships between corporations and the Latino community. HACR meets with the officers of Fortune 500 companies to negotiate agreements to increase opportunities for Hispanics within the company and improve its relationship with the Latino community. In 1993,



HACER conducted its 1992-93 study of Hispanic business. The report documents the number of Hispanic and executive directors in 1000 companies. ■

## HISPANIC EDUCATION COALITION

ASPIRA is a founding member and currently co-chairs the Hispanic Education Coalition, an ad hoc coalition of major national Latino organizations in Washington, DC, and around the country which jointly promotes legislative and administrative initiatives on behalf of Latino youth. In 1994, the Coalition joined with the Congressional Hispanic Caucus to develop and promote recommendations to the Elementary and Secondary Education Act. The Coalition also presented a joint policy paper to the incoming Clinton Administration and Department of Education staff and provided comments on all major federal education initiatives. ■

## BOLD & A FIRE CAMPAIGN

ASPIRA is a member of the Steering Committee of the campaign to mobilize Puerto Rican leadership at the local, state



*Earl Montoya of NASA presents a plaque commemorating the ASPIRA banner being flown on the U.S. space shuttle*

and national levels in defense of increased opportunities for Puerto Ricans. The eight member Steering Committee, representing the major Puerto Rican policy organizations, began planning a Leaders' Summit for fall of 1994 and a march on Washington in spring of 1995. ■

## CAPITAL AREA LATINO COALITION

ASPIRA is a founding member of this coalition of Latino youth and education organizations in the Washington, DC area, that seeks to address the needs of the capital area Latino population. ASPIRA co-chairs the education committee. ■

## OTHER COLLABORATIVE EFFORTS

ASPIRA strengthened and expanded its collaborative advocacy efforts by serving on the following boards and advisory committees:

- ACCESS ERIC
- The Advocacy Institute
- American Association for the Advancement of Science
- American Association of University Women
- Association of Community Believers
- Bell Multicultural High School
- Bichardides
- Campus Outreach Opportunity League (COOL)
- Challenger Center
- The College Board National Hispanic Scholars Program
- Congressional Hispanic Caucus Institute
- Congressional Hispanic Staffers Association
- Consumer Reports Television Zillions TV Project
- Educational Testing Service
- Hispanic Association for Corporate Responsibility
- Hispanic Leadership Awards
- Hispanic Secretariat on Math, Science and Technology Education

- Hispanics in Philanthropy
- Home School Institute
- Interfaith Center for Reconciliation
- InterAmerican College of Physicians and Surgeons
- Kennedy Veterans Community Center
- Hispanic Affairs
- Latino Council on Alcohol and Tobacco
- Library of Congress
- Md. Atlanta Equity Center
- Mount Holyoke College
- National Association of Child Advocates
- National Cancer Institute
- National Center on Education in the Inner City
- National Coalition of Advocates for Students
- National Coalition for Parent Involvement in Education
- National Committee for Responsive Philanthropy
- National Council of Educational Opportunity Associations
- National Hispanic Leadership Agenda
- National Institute on Drug Abuse
- National Latino Communications Council
- National Science Foundation
- National Training Center for Public Affairs
- The National Center for

- Careers in Public Life
- Quality Education for Minorities
- Networks/Institutional Integration Task Force on Latino Issues
- U.S. Department of Education Office of Education Research and Improvement
- U.S. Department of Education Office of Education Office of Bilingual Education
- U.S. Department of Education Office of Education Office of
- U.S. Department of Education Office of Education Office of
- U.S. Department of Education Office of Education Office of
- U.S. Department of Health and Human Services Head Start Program
- U.S. Department of Health and Human Services Office of Substance Abuse Prevention
- U.S. Department of Health and Human Services Office of Minority Health
- U.S. Department of Health and Human Services Office of Substance Abuse Prevention
- U.S. Department of Labor Women's Bureau
- U.S. Office of National Drug Control Policy
- U.S. Office of Personnel Management

## BUILDING ORGANIZATIONAL CAPACITY

A national Office is to have the capacity of the ASPIRA Association to advance the organization's mission and needs and to represent ASPIRA.

and government relations and informative publications.

National Office to the Associates in 1993 included:

- Training staff through workshops associated with national programs
- Training offered by the ASHRAA FES

Leadership Opportunities Program

- Providing continuous on call technical assistance for program development and improvement
  - ...
  - ...
- Opportunity Associations: electronic equipment from the Public Service telecommunications Corporation science education kits from the Challenger Center for Space Science Education advocating for the Asian American from A&T and the Latino Group
- Disseminating weekly information on ...

efforts for national parks.

- Working to seek support to Associates, Tenant Services meetings by ...
- Meeting with Congressional ...

... on the basis of the results of the ASL LZA

[illegible]

the Association to carry out

mechanisms to increase the effectiveness of the National Anti-Doping Director.

• Responding to inquiries from communities interested in developing ASPIRA locally. 



*Jose Rodriguez, ASPIRA of Illinois; Providence Rodriguez-Floresca, ASPIRA National Office; William Ramos, ASPIRA of Florida; and Grant Vilela, ASPIRA National Office at an ETS sponsored workshop.*



# Creating Awareness *Continued*

in members of Congress and English-proficient children and parents in the reform process. To address the school reform issues, ASPIRA helped in the formation of an organization championing the necessary partnership of educational equity with educational excellence.

- ASPIRA worked on the creation of a first and second language program in 1995, submitting initial recommendations upon request to both the House and Senate and to the Department of Education. Last summer the office began working with the Congressional Hispanic Caucus and the Hispanic Education Coalition in an effort to enhance access to quality education for Hispanic and other limited English proficient children. The most important of these achievements have been included in the House version of the ESFA, including the full inclusion of limited English proficient children in Chapter 1 programs, the development of language-appropriate assessments and strengthened and expanded bilingual education programs. ASPIRA advocacy staff met with Education Department officials including the Secretary, Deputy Secretary, and Director of the Office of Bilingual Education and Minority Language Affairs to comment on their proposed legislation. ASPIRA's comments on the Administration's proposal were also solicited by the House and Senate Education Committees.

- ASPIRA worked to influence the School-to-Work Transition legislation in favor of disadvantaged and minority students. Staff met with officials of the Departments of Education and Labor and with the staff director of the House Education and Labor Committee. Amendments drafted in conjunction with the Hispanic Education Coalition were incorporated into the House bill. ASPIRA informed the community of this issue through an opinion column in a bilingual newsletter and an Issue Brief released to local community leaders through the ASPIRA network early in 1994.

- ASPIRA staff met a number of times with members of the Corporation for National and Community Service in the development of a national service program. Our comments on the proposed program were sent to Congressional members and were widely distributed through two opinion columns in the press.
- ASPIRA was invited to present its views to the Chair of the Welfare Reform Task Force established and structured by the President's Council on Competitiveness and Productivity to help families out of poverty.
- ASPIRA had worked intensively with other Latino organizations to promote an executive Order on Education Excellence for Hispanic Americans signed in 1995. The new Order was signed by President Clinton on Feb. 22, 1994. In 1993, staff met with White House officials and submitted comments on all drafts of the Order. ASPIRA also submitted resumes of candidates and dates for the Executive Order Advisory Commission.
- ASPIRA was active in a national coalition to work with the Department of Education Office of Civil Rights recommending improvements to the Department's enforcement of civil rights for Latino, immigrant, and limited English proficient students.
- ASPIRA nominated over 50 Latinos for federal appointments and followed up with letters of support and meetings with Departmental Secretaries in conjunction with other national Latino organizations.
- ASPIRA co-sponsored a reception in August honoring the six Puerto Ricans who had been appointed to high level positions in the Clinton Administration. They included four "Aspirantes": ASPIRA alumni Lili and Fernando; Special Assistant to the President for Legislative Affairs, Fe Morales Marks; Deputy Assistant Secretary of the Treasury, Nelson Diaz; General Counsel, and Ada Alvarez; Director of the Office of Federal Interpersonal Oversight, both at the Department of Housing and Urban Development.
- As always, ASPIRA met with legislators from states. ASPIRA was in or who sit on

education committees received articles, essays, and other publications and news of the Association's work. Organizational activity is carried out in accordance with regulations governing fiscal and tax exempt activities. Effectiveness is always non-partisan. ■

#### Publications

A broad range of nearly 50 United States received notices of ASPRA's activities and publications enhancing ASPRA's recognition as a national voice for Latino education issues. Six press announcements were received nationwide about the country, as well as two opinion columns distributed through the Los Angeles Times Syndicate.

National press coverage included the following:

- National Office staff are quoted in the *Savannah News Press*.
- Hispanic Link Weekly Report* and *Hispanic* magazine discussing Hispanic poverty and the link to education program.
- in the *The Miami Herald El Nuevo*

*Herald*, *Univis Las Americas*, *Hispanic Link* and *The Central Teacher* announcing that the National Hispanic Leadership Agenda was giving the President a grade of C on Hispanic high level.

in *Education Week* discussing a national debate on opportunity to meet standards for students in the *Hispanic Link* discussing the lack of Hispanic input in the debate about new forms of standardized testing in *The Force Journal* discussing the pros and cons of school vouchers in *Hispanic Magazine* discussing the new Hispanic baby boomers in *Hispanic Business* discussing the U.S. Puerto Rican community's reaction to the potential reversal of current economic development policy in Puerto Rico, in *Diario Las Americas* criticizing racist rhetoric being used in the NAFTA debate in the Family Resource Coalition newsletter in an article highlighting AP/EX as a model program.

## TESTIMONIES/PRESENTATIONS

Keynote presentation by Ianice Petrovich at the Mount Holyoke College Latina Alumnae Conference (April 1993).

Opportunity to Learn: testimony by Elizabeth Weiser Ramirez before the National Governor's Association (May 1993).

Keynote presentation by Elena Pell at the American Educational Research Association Annual Conference (May 1993).

Keynote presentation by Elena Pell at the Second International Roundtable on Schools, Families, Communities and Children's Learning (May 1993).

Testimony by Elizabeth Weiser Ramirez at the ConnectED Conference (June 1993).

Testimony by Hilda Crespo at the Association of Science and Technology Centers Conference (June 1993).

Testimony by Hilda Crespo at the National Action Council for Minorities in Engineering Conference (June 1993).

Testimony by Hilda Crespo before the Teacher Leadership Corps of the Quality Education for Minorities Project (June 1993).

Testimony by Elizabeth Weiser Ramirez at the Leadership 1993 conference (July 1993).

Testimony by Hilda Crespo at the NASA Educators Conference (July 1993).

Testimony by Hilda Crespo before the NOVA University Summer Institute (July 1993).

Testimony by Ianice Petrovich to the Defense Mapping Agency (September 1993).

Testimony by Hilda Crespo at the NACOA Annual Conference (September 1993).

Testimony by Elizabeth Weiser Ramirez at the Washington Youth Leadership Summit (October 1993).

Testimony by Hilda Crespo before the U.S. Senate Special Committee on Aging (September 1994). ■

UPPT National Interfaith Mentor Congressional Staff Director Maria Capril



National Association of Public Works  
Public Works

In *Massachusetts Magazine*,  
biographical profile of Janice  
Petrovic and a description of the  
history and work of ASPIRA.  
In *Foundation News* a review of  
ASPIRA.  
In *Money For Kids Magazine*, a  
description of our pizza runs and  
host a variety of national youth  
programs.

In *Journal of Philanthropy* in  
an article commending ASPIRA as  
an organization with a "long  
standing commitment to serve young  
people from low-income and  
minority backgrounds"  
in the book of *Philanthropy in*

an interview as an organization  
which is working successfully to  
improve socio-economic conditions  
with its community.  
In *Chicago Extra*, a description  
of the first APIX parents' graduation  
ceremony.  
In *College Bound*, excerpts of  
ASPIRA's new parent guides for  
college going.  
In *Hispanic Business*, an  
article on national Latino voices  
organization.

In addition, it produced and  
distributed two documents for  
policy makers, educators, and community  
leaders around the country, a fact sheet  
entitled *The State of Hispanic Education  
1993* and an Issue Brief entitled *School  
Finance: Main Questions* *Finance Editors*.  
Both publications have been in great  
demand. New publications  
announcements regularly appear in news  
outlets around the country. ASPIRA's  
publications are also included in the  
Educational Resources Information Center  
(ERIC) and the National Clearinghouse for  
Bilingual Education.

Finally, the ASPIRA Institute for Policy  
Research continues to publicize  
accomplishments of the entire  
Association through the publication of  
quarterly newsletter *ASPIRA News*. Each  
issue of the newsletter reaches an average  
3,000 local and national policy makers,  
educators, Hispanic professionals,  
corporate leaders, and media  
representatives. ■

## PUBLICATIONS

*Making the Most of Your Child's Education: What About College?* Vols. 1, II  
III. *College Success: A Guide for Students and Parents*. *Hispanic Women*  
1993. *ASPIRA* Association, Inc. 1993.

*School Finance: Main Questions* *Finance Solutions*. No. 1. *ASPIRA* Association, Inc. 1993.  
Washington, D.C.: *ASPIRA* Association, Inc. 1993.

*Facing the Facts: The State of Hispanic Education 1993*. *ASPIRA* Association, Inc. 1993.  
Washington, D.C.: *ASPIRA* Association, Inc. 1993.

*The Latin Education Agenda*. *ASPIRA* Association, Inc. 1993. *ASPIRA* Association, Inc. 1993.

*ASPIRA News* Vol. 6 No. 1 Vol. 7 No. 2 1993. *ASPIRA* Association, Inc. 1993.  
Washington, D.C.: *ASPIRA* Association, Inc. 1993.

## PLANNING FOR THE FUTURE

*“Each organization is should be encouraged and funded to justify their cooperation with others by contributing to the growth of the field as a whole.”* —1993 ASPIRA Board of Directors

*For all dreams of peace*

*...let us all describe the dream in the daily struggle to live*



ASPIRA partner Warren Holzman (far left) of the Hogg Foundation for Mental Health poses with visiting Connecticut students and ASPIRA staff.

Since 1988, ASPIRA's leadership has embarked on a series of yearly activities designed to address the needs of Latino youth and their families.

The future course of our thirty-two year old organization. Meetings and leadership retreats have achieved greater organization, cohesion and consensus around common goals.

Continued reliance on the Educational Testing Service (ETS). The 1993 leadership retreat, hosted again by ETS, allowed ASPIRA directors to discuss and

implement mechanisms to increase the effectiveness of the National Board of Directors.

ASPIRA has selected board directors to help us grow to meet the challenges of the future. One of the most prominent national Latino organizations we have the responsibility to increase our efforts in advocating for policies that remove barriers to the education and advancement of our youth. Over the years, ASPIRA has developed a unique process and an array of educational and leadership development models. We have learned much from these initiatives and we can share with others. We must increase our efforts to disseminate this





ASPIRA  
NATIONAL  
OFFICE

## CONTRIBUTORS

Jan. 1, 1993 to Dec.  
31, 1993

*For their time, energy, and generous contributions, we thank each of our 1993 donors.*

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N.Y., 16 de febrero de 1977.  
Muy Apreciado Padre, Jefe de la

National Education Association  
 National Science Foundation  
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 Maria Parzón  
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The Brave Company

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Bob Best Toyota USA Foundation and Former  
ASPIRA Champion Jose Matos is  
congratulate National Intern Alex Santa

# ARTHUR ANDERSEN & CO

## REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Directors of  
ASPIRA Association, Inc., National Office

We have audited the accompanying balance sheets of ASPIRA Association, Inc., National Office (the "Association") as of June 30, 1993 and 1992, and the related statements of (1) support, revenue, expenses and changes in fund balances, (2) cash flows, and (3) functional expenses for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Association as of June 30, 1993 and 1992, and the results of its operations and its cash flows for the years then ended, in conformity with generally accepted accounting principles.

*Arthur Andersen & Co.*

Washington, D.C.  
September 7, 1993

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## BALANCE SHEETS

AS OF JUNE 30, 1993 AND 1992

### ASSETS

	Unrestricted Fund	Restricted Fund	Totals	
	1993	1992	1993	1992
<b>ASSETS</b>				
Cash and cash equivalents	\$ 542,047	\$ —	\$ 542,047	\$ 540,135
Investments	—	626,790	626,790	558,073
Receivables				
Federal government (Note 2)		77,454	77,454	83,445
Other receivables				300
Other	23,711	23,711	23,711	23,709
Total current assets	565,758	704,740	1,269,098	1,015,479
<b>FIXED ASSETS (NET OF DEPRECIATION)</b>				
Equipment (Note 2)	72,720	—	72,720	60,811
Leasehold improvements	22,852	22,852	45,672	—
Net property and equipment	\$ 95,572	\$ 22,852	\$ 118,424	\$ 60,811
<b>Total assets</b>	<b>\$ 661,330</b>	<b>\$ 727,592</b>	<b>\$ 1,388,822</b>	<b>\$ 1,076,290</b>

### LIABILITIES AND FUND BALANCES

	Unrestricted Fund	Restricted Fund	Totals	
	1993	1992	1993	1992
<b>LIABILITIES</b>				
Accounts payable and accrued expenses	\$ 17,290	\$ 142,850	\$ 160,140	\$ —
Accounts payable	14,580	142,850	157,430	—
Accrued payroll (Note 2)	18,507	—	18,507	—
Due to Association	—	218,277	218,277	—
Due to others	46,703	24,523	71,226	45,428
<b>FUND BALANCES</b>				
Total fund balances	\$ 644,040	\$ 584,742	\$ 1,228,782	\$ 1,030,862
<b>Total Liabilities and Fund Balances</b>	<b>\$ 661,330</b>	<b>\$ 727,592</b>	<b>\$ 1,388,822</b>	<b>\$ 1,076,290</b>

## STATEMENTS OF SUPPORT, REVENUE, EXPENSES AND CHANGES IN FUND BALANCES

FOR THE YEARS ENDED JUNE 30, 1993 AND 1992

	Unrestricted Fund	Restricted Fund	Totals	
	1993	1992	1993	1992
<b>SUPPORT AND EXPENSES</b>				
Administrative				
Foundations and corporations	\$ 200,000	\$ 155,563	\$ 355,563	\$ 400,415
Federal government	—	465,002	465,002	465,002
Other	—	803	803	803
Employee compensation	27,506	27,506	55,012	55,012
Materials and equipment	15,869	444	16,313	444
Travel support and revenue	96,498	221,017	317,515	240,518
<b>EXPENSES</b>				
Program services				
Administration	—	411,713	411,713	28,498
Direct support	—	303,851	303,851	31,200
Other	—	—	—	—
Total program services	—	715,564	715,564	59,700
Administrative and other	—	—	—	—
Depreciation	—	—	—	—
Travel expenses	—	—	—	—
<b>SUPPORT AND EXPENSES (NET OF DEPRECIATION)</b>				
Total support and expenses	\$ 312,265	\$ 936,930	\$ 1,249,195	\$ 1,029,515
<b>NET ASSETS AND FUND BALANCES</b>				
Total net assets and fund balances	\$ 349,065	\$ 790,662	\$ 1,139,727	\$ 1,046,775

The accompanying notes are an integral part of these financial statements.



## 1. ORGANIZATION AND PURPOSE:

The ASPIRA Association, Inc., National Office (the "Association"), was incorporated on November 20, 1968, in New York State. The Association was organized to promote the welfare and development of Puerto Ricans and other Latinos in the United States and Puerto Rico. The Association is a nonprofit organization.

The principal aim of the Association is to develop and expand the educational and creative opportunities and capabilities of Latinos by establishing the means necessary to motivate and orient Latinos to develop their leadership potential and enter or continue their education in the professional, artistic and technical fields.

The Association has associate organizations in New York, New Jersey, Illinois, Pennsylvania, Puerto Rico, and Florida and an affiliate in Connecticut (the "Associates"). The Associates are separate legal entities, and their financial activities are not included in these financial statements.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

**Contributions and Grants**—The Association receives funding for its programs from foundations and corporations as well as from Federal grants. Major foundation and corporation support is obtained from the Ford Foundation, Carnegie Corp. of America, Inc., and Toyota. Federal grant support comes from the U.S. Department of Health and Human Services, and Education.

Contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Revenues related to Federal grants and restricted contributions are recognized to the extent that eligible expenses are incurred. Funds received in excess of expenses are designated for use in future periods, and are recorded as deferred support and revenue. The expenditures of grants are restricted to approved budget purposes. The Association subgrants funds to its Associates. The amount of subgranted funds due to Associates at year-end are presented in the accompanying financial statements.

**Cash**—The Association maintains bank accounts in which moneys are pooled for both restricted and unrestricted use. Accountability for cash is maintained by a series of interfund receivables and payables which reflect the cash available to each Fund.

**Cash Equivalents**—The Association's cash equivalents consist of certificates of deposit recorded at cost which approximate market. These certificates of deposit have maturities of less than three months.

**Property and Equipment**—Property and equipment is recorded at cost. For financial reporting purposes, depreciation is provided by the straight-line method using lives of five years. Expenditures for maintenance and repairs are charged to expenses; betterments and major renewals are capitalized. Upon retirement or sale of assets, the cost of the asset disposed of and the related accumulated depreciation are removed from the accounts, and any resulting gain or loss is credited or charged to income.

## 3. PENSION PLAN:

The Association has a defined contribution pension plan covering salaried employees with at least six months of service. This plan was adopted on January 1, 1989. The Association contributes 5% of the participant's compensation. Vesting of the Association's contributions occurs after three years of employment or upon early retirement. Contributions by the Association were \$21,092 in 1993 and \$18,011 in 1992.

## 4. INCOME TAXES:

The Association is exempt from Federal income taxes under provisions of Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has determined that the Association is a publicly-supported entity.

## 5. RESTRICTED ENDOWMENT:

The DeWitt Wallace/Readers Digest Endowment Fund (the "Endowment Fund") is to be maintained as a Restricted Endowment Fund. The principal is to be held in perpetuity under the following conditions:

- Income may be expended for the general programs of the Association, provided, however, that in no event will any of the income be used for fund-raising or capital improvement projects.
- The principal of the Endowment Fund may not be transferred to another institution by merger, consolidation, liquidation, or dissolution. In all such events and in the case of bankruptcy or receivership of the Association, the Endowment Fund will revert to Community Funds, Inc. (the third-party custodian which maintained custody of the Endowment Fund prior to remitting it to the Association in accordance with the terms of the founding document), which will, in consultation with the original donor of the Endowment Fund (DeWitt Wallace Fund, Inc.), designate another beneficiary of the Endowment Fund.

The original carrying value of the Endowment Fund was \$504,825. The current Endowment Fund balance of \$460,889 reflects recorded cumulative unrealized losses. The Association reports the investments at market value in these financial statements. At June 30, 1993, the market value of the Endowment Fund was \$628,796. At June 30, 1992, the market value of the Endowment Fund was \$558,875. The unrealized gain is recorded as unrestricted other income in the statement of support, revenue, expenses and changes in fund balances.

## 6. OPERATING LEASES:

The Association leases office space and equipment under operating lease agreements which expire through 1996.

Minimum lease payments for the years ended June 30 are as follows:

1994	\$ 95,912
1995	92,150
1996	45,295
	\$233,255

Rent expense for the years ended June 30, 1993 and 1992, was \$97,964, and \$85,780, respectively.

# ASPIRA

## National Board of Directors

As of April 1, 1994

• **Jaime Santana,**

*ACTING CHAIRPERSON*

Attorney-at-Law

Jaime R. Santana & Associates

Chicago, IL

• **Margaret Rosario Rivera,**

*VICE-CHAIR FOR PERSONNEL*

Chairperson, ASPIRA of New Jersey

Manager, Diversity Management

Bell Communications Research

Piscataway, NJ

• **Norma Romero-Mitchell,**

*VICE-CHAIR FOR FINANCE*

Chairperson, ASPIRA of Pennsylvania

President

Benefits Plus Consulting Group, Inc.

Philadelphia, PA

• **Myrna M. Rivera,**

*TREASURER*

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Consulting Group Director

Shearson Lehman Brothers, Inc.

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*SECRETARY*

Sophomore

University of Connecticut

Storrs, CT

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Chairperson, ASPIRA of New York

Director of Affirmative Action Programs

NYS Office of State Comptroller

New York, NY

• **César Batalla**

Chairperson, ASPIRA of Connecticut

Supervisor, Community Relations

Southern Connecticut Gas Co.

Bridgeport, CT

• **Julissa Campos**

Sophomore

Brooklyn College

Brooklyn, NY

• **Nahir Gil**

ACF President

Miami Edison Sr. High School

Miami, FL

• **Reinako Hernández**

Junior

Illinois Institute of Technology

Chicago, IL

• **Dínorah Martínez**

Senior

Universidad de Puerto Rico

Canóvanas, PR

• **Miguel Ortiz**

ACF President

Frankford High School

Philadelphia, Pennsylvania

• **Lee Ramos**

Chairperson, ASPIRA of Florida

President, Lemuel Ramos & Associates

Miami, Florida

• **Chali Roché García, Esq.**

Chairperson, ASPIRA de Puerto Rico

Attorney

Fondo del Seguridad del Estado

San Juan, PR

• **Delia Sosa**

Junior

William Paterson College

Wayne, New Jersey

*\*Aspirantes*

*\*Executive Committee*

# ASPIRA

## Association Office Locations

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National Executive Director

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Vicente Siberón, Executive Director

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Executive Director

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Emmanuel Ortiz, Executive Director

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Hilda Maldonado, Executive Director

## NATIONAL OFFICE Staff

As of April 1, 1994

RONALD BLACKBURN-MORENO  
National Executive Director

ALISON BICK  
Assistant for Finance and  
Administration

MARIE BONDIA  
Advocacy Assistant

MYENA BRIGANTY  
TOPS Program Assistant

MARY BUNCH  
Program Assistant

NADINE CIO  
Assistant to the Director of  
Education and Federal Affairs

HILDA CRISPO  
Director of Education and Federal  
Affairs

JENNIFER HUMKE  
Administrative Consultant

JOE LEVY  
Executive Assistant

CRUZ RAMIREZ SOROK  
Administrative Consultant

VIOLETA SANCHEZ  
Manager of Finance and  
Administration

ERINA SIOGA  
Program Assistant

CANDY VIDAL  
Financial Consultant

GRANT VITALE  
Manager, Youth Leadership and  
Community Service

ELIZABETH WEINER RAMIREZ  
Director of Advocacy

OSCAR ZENIGA  
Manager of School-Community  
Collaboratives





ASPIRA Association, Inc.

*National Office*

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